

**APPLICATION FOR RESEARCH REVIEW
LOWELL PUBLIC SCHOOLS DISTRICT INSTRUCTIONAL REVIEW BOARD
2019-2020**

NAME:	Michael Rossetti
LOCATION OF EMPLOYMENT	Lowell Public Schools, Robinson Middle School, Assistant Principal
APPROVAL FROM IRB (ORGANIZATION OR EDUCATIONAL INSTITUTION) *Please list name and attach approval letter*	Northeastern IRB: pending/in process. When granted, I will forward their approval.
RESEARCH INFORMATION	
1. Description of Study:	The goal of this research study is to generate knowledge about how the relationship between principals and instructional coaches impacts teachers at two middle schools. The proposed qualitative study will provide thick, rich descriptions of the principals and coaches' perspectives on their relationships. The perceptions and attitudes of teacher participants' about coaching practices in their schools will be captured through interviews and surveys. The goal of this research is expected to inform coaching programs in public middle schools and to understand the link between well-defined relationships between principals and coaches on teachers' self-efficacy.
2. Participants in the project: Principals, Instructional Specialists, Teachers	
a. Unit of Study: (Teachers, students, etc.)	The unit of study is the school, with two schools being used in this multiple case study. The school is the case, and the responses from participants from each site will be analyzed within and across sites
b. Estimated amount of Participants:	Two middle school principals, 2 coaches, 10-15 teachers participating in interviews, and 25-30 teachers completing surveys
c. Place an X in the box next to any of the following special populations involved in this study, if applicable.	<input type="checkbox"/> Minors <input type="checkbox"/> Students with disabilities <input type="checkbox"/> Other vulnerable populations- please identify *If working with students, please see #5
d. Age ranges:	Adults/staff members over age 18
e. Gender of Participants (check all that apply):	Male (x)Female (x)

f.	<p>First Participant Group</p> <ul style="list-style-type: none"> • Two middle school principals • Must have worked in role (with coach) for more than 1 year <p>Second Participant Group</p> <ul style="list-style-type: none"> • Two middle school instructional coaches • Received coaching training from Research for Better Teaching (RBT). • Must have worked in role (with principal) for more than 1 year <p>Third Participant Group</p> <ul style="list-style-type: none"> • 6-12 middle school teachers are estimated to participate in interviews, although only one from each site is required • Engaged in a working relationship with the school's instructional coach within the past school year • Met with the instructional coach in an individual setting for more than two occasions, within the past school year. • Engaged with the coach in any of these practices: lesson planning, participating in coaching cycle, coach observing classes, video-taping lessons, or other applicable practices. • An estimated 20 additional teachers may complete survey who opted out of interview
<p>3. Research Methodology: The methodology that will be used is multiple case study. The qualitative data will come from interviews with principals, instructional specialists, and teachers. Quantitative data will be gathered through a 12 question survey called the used is the Teachers' Sense of Efficacy Scale, developed by Tschannen-Moran and Hoy (2001).</p> <p>4.</p>	
a. How will this research be beneficial in advancing knowledge in the district?	<p>The district's coaching initiatives have brought principals, coaches, and teachers closer together. Practices that are found to be in place in Lowell will be beneficial for other districts' coaching practices, as well as to identify and recognize the practices that have helped increase teacher self-efficacy.</p>
b. Will this research create a strain on the district's staff and/or resources? Please describe.	<p>No, only two sites will be used and the sites will be de-identified. Participants will maintain confidentiality through the research.</p> <p>No district resources will be used</p>

<p>c. Describe the procedures involved in the collection or review of the data in sufficient detail so that the IRB can evaluate safety and risks to human participants.</p> <p>If necessary, please review the attached NIH “Protecting Human Research Participants” PDF for additional info (Appendix H)</p>	<p>10-minute surveys will be requested of teachers. (https://forms.gle/Z7YuxyK1zRR2jSvS6)</p> <p>60-minute interviews will be requested of each of the two site’s principals and instructional specialists. Qualifying teachers from those sites will be invited to participate in a 60 minute interview. The interviews will take place after school via Zoom.</p> <p>I will give all participants in this study a copy of the transcripts following transcription so that they have the opportunity to make sure they are comfortable with their responses and that the transcripts accurately reflect their experiences. The use of member checking (Appendix G) after the transcription phase will allow participants to maintain an active role in the research process. Field notes will be maintained and training materials reviewed as a part of data collection.</p> <p>The 12 question survey will be available digitally and physically. The survey being used is the Teachers’ Sense of Efficacy Scale, developed by Tschannen-Moran and Hoy (2001).</p> <p>I will conduct all of the interviews. Individual interviews will be conducted after the school day via Zoom so that it is convenient for participants who work as classroom teachers and administrators. See Appendices A, B and C for the Interview Protocols and questions that will be used the individual interviews. All data will be stored under pseudonyms names to protect the confidentiality of participants.</p>
<p>d. What form of data collection will this research take? Check all that apply:</p>	<p>(x) Survey See Appendices E and F () Experiment () Interview (Group) (x) Interview (Individual) See Appendices A, B and C () Existing Records () Observation (x) Other (Explain): Coaching documents review, field notes, reflexive journal</p> <p>*If using a survey, please see #8</p>

<p>e. Anonymity / Confidentiality.</p> <p>1) If the responses are to be anonymous, explain the procedure you will follow so that participants' responses are in fact anonymous.</p> <p>2) If the responses are NOT anonymous, explain the procedure you will follow so that the responses will held in confidence.</p>	<p>Is your study anonymous? (x) yes () no</p> <ul style="list-style-type: none">• The teacher survey is anonymous and conducted online, although anonymous results will be matched to their corresponding site, which will be deidentified. <p>If not anonymous, is your study confidential? (x) yes () no</p> <ul style="list-style-type: none">• The interviews will be conducted by me and will be confidential Participants' identities will be kept confidential with pseudonyms and will not be identified or matched with any site.
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<p>f. Data Safety and Reporting:</p>	<p>[Describe how data collected from participants will be stored (including how long data will be maintained) and in what ways will the data be shared (publications, presentations). Be specific as to the location and security of data storage, and who will have access to it. Describe when and how data will be destroyed, if that applies.]</p> <p>I, the principal investigator on this project am the only person who has access to the data. Files with participant's information will be identified by a pseudonym to protect confidentiality. The data will be used primarily for this doctoral thesis project, and potentially for future journal articles or presentations. Even in these potential instances, confidentiality will be kept for all participants.</p> <p>Information regarding confidentiality will be shared with all participants prior to the interview, both verbally and through the written Consent Form (Appendix D). Due to COVID restrictions, unsigned consent forms will be shared and reviewed with participants, and the participant can keep that document for their records. The participants will only be referred to by name during the interview, and assigned a pseudonym for data collection, transcription purposes, and on all typed documents.</p> <p>Audio recordings of these sessions will be stored on my password-protected personal computer and to the cloud. These devices will be stored in a locked drawer at my home</p> <p>Data collected from semi-structured, open-ended interviews will be audio taped (and transcribed) using Otter.ai software (and on a backup failsafe device). The interviews will be transcribed as accurately as possible and themes will be coded using pseudonyms and other de-identifying labels. The data will be stored on my personal computer with password protection. The computer, hard drive, and hard copies of the interviews will be stored in a locked drawer in my home to protect confidentiality of the participants as well as from loss or damage. Audiotapes will be destroyed once the interviews have been transcribed and approved by the primary researcher.</p>
<p>5. Level of Review:</p>	
<p>a. Researcher's classification of the project. (See Guidelines): (The IRB will make the final determination.)</p>	<p>(x) No Risk () Minimal Risk () Risk</p> <p>[Is there any potential harm for research participants or the district?]</p> <p>There are no significant risks involved in being a participant in this study. Participants will be informed that they are free to decline from answering any question if they feel uncomfortable for any reason. They will be told both verbally and in the Informed Consent Form (Appendix D) that they are free to withdraw from the study at any time.</p> <p>There is no potential harm to the district, as all necessary steps to ensuring confidentiality will be taken to protect participants, employees, and the district itself.</p>

<p>b. If MINIMAL RISK or RISK, identify the potential risks:</p>	<p>[This description must be detailed and complete, and the risks identified should match your informed consent description to participants. Your informed consent form should be attached as an appendix as well.]</p>
<p>6. Informed Consent Form. If any risks are identified, you must submit an Informed Consent Form for approval.</p> <p>*Parental Consent Forms MUST be used if minors are included in study, in predominant language of parent.*</p>	<p>(x) See attached (Appendices D, E, and F)</p> <p>() Not applicable</p> <p>[On very rare occasions, federal regulations provide for informed consent to be waived. If you wish this, give your arguments for the waiver, supporting your argument with federal guidelines.]</p>
<p>7. Will deception (purposefully misleading participants as to the purpose of the study) be used?</p> <p>If yes:</p> <p>a. Describe the deception.</p> <p>b. Justify the use of deception.</p> <p>c. Explain how participants will be debriefed as to the real purpose of the study.</p> <p>d. Attach a copy of the debriefing statement or script.</p>	<p>YES () NO (x)</p> <p>[If this is a deception study, you must explain what the deception is, why the use of deception is necessary, why it is justified (risk/benefit analysis), and how participants will be informed of the real purpose. Attach a copy of the written debriefing statement (or script if you will explain orally) at the end of this application or as a separate file upload on the electronic submission website.]</p>

<p>8. List all other institutions co-operating in the project. <u>Attach written permission from each to your application.</u></p>	<p>No other institutions (i.e. school districts) are being contacted as potential sites to conduct this study.</p>
<p>9. <u>Attach</u> a copy of the survey or interview questions associated with your project.</p>	<p>(x) See attached (see Appendices A, B, and C for the interview questions and protocol, see Appendix F for the survey)</p> <p>() Not applicable</p>

Appendix A

Interview Protocol: Principal

Time of Interview:

Date:

Interviewer: Michael Rossetti

Interviewee:

The purpose of this research study is to generate knowledge about how the relationship between principals and instructional coaches impacts teachers at two middle schools. Data collection will include individual interviews with principals, coaches, and teachers that will each last approximately one hour. In addition, teachers have completed a 10 minute survey.

Part 1:

Introductory Session Objectives (5-7 minutes): Build rapport, describe the study, answer any questions (informed consent form will be reviewed and signed here).

Introductory Protocol

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about being a principal in a school that implements instructional coaching with teachers. My research project focuses on a well-defined relationship between principals and coaches, and the impact it has on teachers. Through this study, I hope to gain more insight into the effect that coaching has on teachers and the role that principals and coaches playing in that successful outcome.

*Because your responses are important and I want to make sure to capture everything you say, I would like to record our conversation today. Do I have your permission to record this interview?**[if yes, thank the participant, let them know you may ask the question again as you start recording, and then turn on the recording equipment]**. I will also be taking written notes. I can assure you that all responses will be confidential and only a pseudonym will be used when quoting from the transcripts. I will be the only one privy to the tapes which will be eventually destroyed after they are transcribed.*

To meet our human subjects requirements at the university, you must review the form I have with me. Due to COVID restrictions, you will not be required to sign this document, but please keep this document for your records. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Do you have any questions about the interview process or how your data will be used?

This interview should last about 60 minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning. Do you have any questions at this time?

Part 2:

Interviewee Background (5-10 minutes)

Objective: To establish rapport and obtain the story of the participants' connection with the research topic. This section should be brief as it is not the focus of the study.

A. Interviewee Background

- 1. What led you to work in the field of education?*
- 2. How long have you been working in your current role?*
- 3. Describe the career path that led you to becoming a school principal*

Part 3:

Questions for interviews

Objectives (50 minutes): Obtain the participant's insights, in his/her own words, into their experiences related to the research topic of the relationship between coaches and principals, and the effect it has on teachers.

Introductory Statement: I would like to hear about your experiences in your own words. To do this, I am going to ask you some questions about the key experiences or observations that you have encountered related to the practices that are implemented regarding coaching.

- 1. Did you hire your instructional specialist (IS) or were they at the school before you became the principal?*

2. *Describe the importance you place on the relationship you have with the instructional specialist.*
 - a. *Follow up, if needed: Describe your relationship with the IS*
3. *Please describe how often you and the IS meet and what activities you do together*
4. *Please describe the level of autonomy that the IS has in determining their daily schedule and tasks?*
 - a. *Follow up: What role do you play in the IS's autonomy?*
5. *Describe the process that coaches go through when providing instructional supports with individual teachers.*
 - a. *Follow up: How do coaches determine who to spend time with and how much time to spend with them?*
6. *Please describe the leadership roles or activities that the IS been able to participate in or implement*
7. *Some coaching activities require teachers to be vulnerable, but some may be hesitant due to backlash from peers or superiors. What level of confidentiality around coaching activities are established in your school?*
 - a. *Follow up: What level of confidentiality exists between you and the IS?*
8. *For instructional specialists, trust between coaches and teachers is an important aspect to an effective working relationship. What steps do you take to support the IS's efforts in establishing trust with teachers?*
9. *In some cases, teachers may resist coaching efforts. What, if any, resistance to coaching has arisen and what steps did you take to help the IS overcome them?*

10. *Can you talk about the benefits that you have seen that have arisen from the coaching program?*
- a. *Follow up, if needed: How do you measure the effectiveness of the coaching program?*

11. *Is there anything you'd like to talk about that we didn't get a chance to discuss?*

Ask participant if they have any questions and thank them for their participation.

Appendix B

Interview Protocol: Instructional Specialist

Time of Interview:

Date:

Interviewer: Michael Rossetti

Interviewee:

The purpose of this research study is to generate knowledge about how the relationship between principals and instructional coaches impacts teachers at two middle schools. Data collection will include individual interviews with principals, coaches, and teachers that will each last approximately one hour. In addition, teachers have completed a 10 minute survey.

Part 1:

Introductory Session Objectives (5-7 minutes): Build rapport, describe the study, answer any questions (informed consent form will be reviewed and signed here).

Introductory Protocol

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about being an instructional specialist. My research project focuses on a well-defined relationship between principals and coaches, and the impact it has on teachers. Through this study, I hope to gain more insight into the effect that coaching has on teachers and the role that principals and coaches playing in that successful outcome.

*Because your responses are important and I want to make sure to capture everything you say, I would like to record our conversation today. Do I have your permission to record this interview?**[if yes, thank the participant, let them know you may ask the question again as you start recording, and then turn on the recording equipment]**. I will also be taking written notes. I can assure you that all responses will be confidential and only a pseudonym will be used when quoting from the transcripts. I will be the only one privy to the tapes which will be eventually destroyed after they are transcribed.*

To meet our human subjects requirements at the university, you must review the form I have with me. Due to COVID restrictions, you will not be required to sign this document, but please keep this document for your records. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Do you have any questions about the interview process or how your data will be used?

This interview should last about 60 minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning. Do you have any questions at this time?

Part 2:

Interviewee Background (5-10 minutes)

Objective: To establish rapport and obtain the story of the participants' connection with the research topic. This section should be brief because it is not the focus of the study.

Interviewee Background

1. *What led you to work in the field of education?*
2. *How long have you been working as an instructional specialist?*
3. *Describe the career path that led you to becoming an instructional specialist*

Part 3:

Questions for interviews

Objectives (50 minutes): Obtain the participant's insights, in their own words, into their experiences related to the research topic of the relationship between coaches and principals, and the effect it has on teachers.

Introductory Statement: I would like to hear about your experiences in your own words. To do this, I am going to ask you some questions about the key experiences or observations that you have encountered related to the practices that are implemented regarding coaching.

1. *Were you hired by the principal or were you at the school in this position before the principal was hired?*

2. *Please describe the process that you and the principal have taken to establish a working relationship.*

Follow up, if needed: Please describe your relationship with the principal

How do you resolve any disagreements related to instructional coaching

3. *Please describe how often you and the principal meet and what activities you do together.*

4. *Please describe the level of autonomy that you have in determining your daily schedule and tasks*

Follow up: What role does the principal play in your level of autonomy?

Follow up: What duties fall under your role that are not considered traditional coaching duties?

5. *Can you describe your interactions with the principal?*

6. *Describe the process that you go through when providing instructional support with individual teachers.*

Follow up: How do you work together with the principal determine whom to spend time with and how much time to spend with them?

7. *What leadership roles or activities have you been able to participate in or implement?*

Follow up: Describe the role that the principal has played in encouraging you in this area

8. *Some coaching activities require teachers to be vulnerable, but some may be hesitant due to backlash from peers or superiors. What level of confidentiality around coaching activities are established in your school?*

Follow up: What level of confidentiality exists between you and the principal?

9. *For instructional specialists, trust between coaches and teachers is an important aspect to an effective working relationship. How have you gone about establishing this trust with teachers?*

Follow up: What steps or involvement does the principal play in your efforts in establishing trust with teachers?

10. *In some cases, teachers may resist coaching efforts. What, if any, resistance to coaching has arisen and what steps did you take to overcome them? Describe if possible the role the principal played in these efforts.*

11. *Please describe how you feel about professional culture after teachers work with you*

12. *Please describe how you feel about teachers' levels of self-confidence after working with you*

13. *What do you feel you have learned through your interactions with teachers?*

14. *Is there anything you'd like to talk about that we didn't get a chance to discuss?*

Ask participant if they have any questions and thank them for their participation.

Appendix C

Interview Protocol: Teacher

Time of Interview:

Date:

Interviewer: Michael Rossetti

Interviewee:

The purpose of this research study is to generate knowledge about how the relationship between principals and instructional coaches impacts teachers at two middle schools. Data collection will include individual interviews with principals, coaches, and teachers that will each last approximately one hour. In addition, teachers have completed a 10 minute survey.

Part 1:

Introductory Session Objectives (5-7 minutes): Build rapport, describe the study, answer any questions (informed consent form will be reviewed and signed here).

Introductory Protocol

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about being a teacher who has worked closely with a coach. My research project focuses on a well-defined relationship between principals and coaches, and the impact it has on teachers. Through this study, I hope to gain more insight into the effect that coaching has on teachers and the role that principals and coaches playing in that successful outcome.

*Because your responses are important and I want to make sure to capture everything you say, I would like to record our conversation today. Do I have your permission to record this interview?**[if yes, thank the participant, let them know you may ask the question again as you start recording, and then turn on the recording equipment]**. I will also be taking written notes. I can assure you that all responses will be confidential and only a pseudonym will be used when quoting from the transcripts. I will be the only one privy to the tapes which will be eventually destroyed after they are transcribed.*

To meet our human subjects requirements at the university, you must review the form I have with me. Due to COVID restrictions, you will not be required to sign this document, but please keep this document for your records. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Do you have any questions about the interview process or how your data will be used?

This interview should last about 60 minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning. Do you have any questions at this time?

Part 2:

Interviewee Background (5-10 minutes)

Objective: To establish rapport and obtain the story of the participants' connection with the research topic. This section should be brief as it is not the focus of the study.

A. Interviewee Background

1. *How long have you been working in your current role?*
2. *What led you to work in the field of education?*
3. *Describe the career path that led you to becoming a teacher*

Part 3:

Questions for interviews

Objectives (50 minutes): Obtain the participant's insights, in his/her own words, into their experiences related to the research topic of the relationship between coaches and principals, and the effect it has on teachers.

Introductory Statement: I would like to hear about your experiences in your own words. To do this, I am going to ask you some questions about the key experiences or observations that you have encountered related to the practices that are implemented regarding coaching.

1. *Please describe your work with the instructional specialist*
2. *Can you please talk about what you do with the IS*
3. *Please describe how you feel about professional culture after working with the IS*
4. *Please describe how you feel about your level of self-confidence after working with the IS*
5. *Please describe your relationship with the instructional specialist*
6. *Can you describe what spaces are conducive to a positive relationship?*
7. *Please describe your comfort with the confidentiality of the coaching process*
8. *Please describe the involvement that the principal has in the coaching process?*

9. *Please describe how you perceive the relationship between the IS and the principal*

10. *Is there anything you'd like to talk about that we didn't get a chance to discuss?*

Ask participant if they have any questions and thank them for their participation.

Appendix D

Unsigned Informed Consent Document

Northeastern University, College of Professional Studies

Name of Investigator(s): Principal Investigator: Dr. Kimberly Nolan

Student Researcher: Michael Rossetti

Request to Participate in Research

We would like to invite you to take part in a research project. The purpose of this research is to generate knowledge about how the relationship between principals and instructional coaches impacts teachers at two middle schools.

Key Information

- Your consent is being sought for participation in a research project and your participation is voluntary.
- The purpose of the research is to generate knowledge about how the relationship between principals and instructional coaches impacts teachers at two middle schools.
- The anticipated amount of time that your participation will take will be a one hour interview via Zoom and for teachers, there will be a survey that will take approximately 10 minutes to complete. Interviews will be audio taped.
- The procedures that you will be asked to complete will be:
 - Participate in a 12 question survey online (10 minutes), for teachers who are eligible.
 - Participate in interview via zoom (1 hour) that will be audio taped, for participants who are eligible.
 - Participate in a member check process to verify the contents of the interviews
- There are no foreseeable risks to the subject.
- There are no direct benefits to the subject. However, the information learned from the study may provide valuable insights to coaching practices on a local level and beyond.
- Participants can opt for a phone call instead of a Zoom video-conference. Digital surveys will also be made available as paper surveys, upon request.

You must be at least 18 years old to be in this research project.

Where will this take place and how much of my time will it take?

- Interviews will occur via Zoom, will last for one hour, and will be audio taped. Interviews can also be held via telephone upon request.
- A member checking process will be used to verify the contents of the interviews. Participants will be invited to participate in this process after the interviews have been transcribed.

The possible risks or discomforts of the study are minimal. You may feel a little *uncomfortable* answering *personal* questions about workplace practices.

There are no direct benefits to you for participating in the study. However, the information learned from the study may provide valuable insights to coaching practices on a local level and beyond.

Your part in this study will be handled in a confidential manner. Only the researchers will know that you participated in this study. Any reports or publications based on this research will use only group data and will not identify you or any individual as being of this project.

Future Use of Data or Biospecimens

Your de-identified information and/or biospecimens could be used for future research **without additional informed consent.**

The decision to participate in this research project is up to you. You do not have to participate and you can refuse to answer any question. Even if you begin the study, you may withdraw at any time.

You will not be paid for your participation in this study.

If you have any questions about this study, please feel free to contact Michael Rossetti at rossetti.m@northeastern.edu, the person mainly responsible for the research. You can also contact Dr. Kimberly Nolan at k.nolan@northeastern.edu, the Principal Investigator.

If you have any questions about your rights in this research, you may contact Nan C. Regina, Director, Human Subject Research Protection, Mail Stop: 560-177, 360 Huntington Avenue, Northeastern University, Boston, MA 02115. Tel: 617.373.4588, Email: n.regina@northeastern.edu. You may call anonymously if you wish.

This study has been reviewed and approved by the Northeastern University Institutional Review Board (# xx-xx-xx). *[protocol # will be provided to you by the HSRP office].*

You may keep this form for yourself.

Thank you.

Michael Rossetti

Appendix E

Unsigned Consent for Web Based Online Surveys

Northeastern University, College of Professional Studies

Name of Investigator(s): Principal Investigator: Dr. Kimberly Nolan; Student Researcher: Michael Rossetti

Title of Project: Understanding the Impact that a Well-Defined Relationship Between Principals and Coaches Has On Teachers

Request to Participate in Research

We/I would like to invite you to participate in a web-based online survey. The survey is part of a research study whose purpose is to explore the relationship between instructional coaches and their principals within multiple middle schools and understand the impact this relationship can have on the school's environment and on teachers.

Key Information

- Your consent is being sought for participation in a research project and your participation is voluntary.
- The purpose of the research is to generate knowledge about how the relationship between principals and instructional coaches impacts teachers at two middle schools.
- The anticipated amount of time that your participation will take will be a one hour interview via Zoom and for teachers, there will be a survey that will take approximately 10 minutes to complete. Interviews will be audio taped.
- The procedures that you will be asked to complete will be:
 1. Participate in a 12 question survey online (10 minutes), for teachers who are eligible.

If participant desires:

2. Participate in interview via zoom (1 hour) that will be audio taped, for participants who are eligible.
 3. Participate in a member check process to verify the contents of the interviews.
- There are no foreseeable risks to the subject.
 - There are no direct benefits to the subject. However, the information learned from the study may provide valuable insights to coaching practices on a local level and beyond.
 - Participants can opt for a phone call instead of a Zoom video-conference. Digital surveys will also be made available as paper surveys, upon request.

This survey should take about 10 minutes to complete.

We are asking you to participate in this study because you are teacher who can provide valuable insights into the coaching practices that are occurring at your site. **You must be at least 18 years old to take this survey.**

The decision to participate in this research project is voluntary. You do not have to participate and you can refuse to answer any question. Even if you begin the web-based online survey, you can stop at any time.

There are no foreseeable risks or discomforts to you for taking part in this study.

There are no direct benefits to you from participating in this study. However, the information learned from the study may provide valuable insights to coaching practices on a local level and beyond.

You will not be paid for your participation in this study.

Your part in this study will be handled in a confidential manner. Any reports or publications based on this research will use only group data and will not identify you or any individual as being affiliated with this project. Group data from each site will not identify the site, but will have a pseudonymously named site to protect participants confidentiality. Because of the nature of web based surveys, it is possible that respondents could be identified by the IP address or other electronic record associated with the response. Neither the researcher nor anyone involved with this survey will be capturing those data. Any reports or publications based on this research will use only group data and will not identify you or any individual as being affiliated with this project.

Future Use of Data

Your de-identified information could be used for future research **without additional informed consent.**

If you have any questions regarding electronic privacy, please contact Northeastern University's Office of Information Security via phone at 617-373-7901, or via email at privacy@northeastern.edu.

If you have any questions about this study, please feel free to contact Michael Rossetti at rossetti.m@northeastern.edu, the person mainly responsible for the research. You can also contact Dr. Kimberly Nolan at k.nolan@northeastern.edu, the Principal Investigator.

If you have any questions regarding your rights as a research participant, please contact Nan C. Regina, Director, Human Subject Research Protection, Mail Stop: 560-177, 360 Huntington Avenue, Northeastern University, Boston, MA 02115. Tel: 617.373.4588, Email: n.regina@northeastern.edu. You may call anonymously if you wish.

This study has been reviewed and approved by the Northeastern University Institutional Review Board (# xx-xx-xx). *[protocol # will be provided to you by the HSRP office].*

By clicking on the “accept” button below you are indicating that you consent to participate in this study. Please print out a copy of this consent screen or download a copy of the consent form for your records.

Thank you for your time,

Michael Rossetti

Appendix F

Copy of Digital Survey

2/21/2021

Teacher Survey For Northeastern Study

Teacher Survey For Northeastern Study

Northeastern University, College of Professional Studies

Name of Investigator(s):

Principal Investigator: Dr. Kimberly Nolan

Student Researcher: Michael Rossetti

Title of Project: Understanding the Impact that a Well-Defined Relationship Between Principals and Coaches Has On Teachers

Request to Participate in Research

We/I would like to invite you to participate in a web-based online survey. The survey is part of a research study whose purpose is to explore the relationship between instructional coaches and their principals within multiple middle schools and understand the impact this relationship can have on the school's environment and on teachers.

Key Information

- Your consent is being sought for participation in a research project and your participation is voluntary.
- The purpose of the research is to generate knowledge about how the relationship between principals and instructional coaches impacts teachers at two middle schools.
- The anticipated amount of time that your participation will take will be a one hour interview via Zoom and for teachers, there will be a survey that will take approximately 10 minutes to complete. Interviews will be audio taped.
- The procedures that you will be asked to complete will be:

1. Participate in a 12 question survey online (10 minutes), for teachers who are eligible.

If participant desires:

2. Participate in interview via zoom (1 hour) that will be audio taped, for participants who are eligible.
3. Participate in a member check process to verify the contents of the interviews and interpretations of the primary research.

- There are no foreseeable risks to the subject.
- There are no direct benefits to the subject. However, the information learned from the study may provide valuable insights to coaching practices on a local level and beyond.
- Participants can opt for a phone call instead of a Zoom video-conference. Digital surveys will also be made available as paper surveys, upon request.

This survey should take about 10 minutes to complete.

2/21/2021

Teacher Survey For Northeastern Study

The decision to participate in this research project is voluntary. You do not have to participate and you can refuse to answer any question. Even if you begin the web-based online survey, you can stop at any time.

There are no foreseeable risks or discomforts to you for taking part in this study.

There are no direct benefits to you from participating in this study. However, the information learned from the study may provide valuable insights to coaching practices on a local level and beyond.

Thank you for your time,

Michael Rossetti

*** Required**

1. Accept? *

Check all that apply.

☐ Yes

2. Please check the following boxes to check if you qualify for the study *

Check all that apply.

☐ I am a teacher that has been invited to participate in this study

☐ I engaged in a working relationship with the school's instructional coach within the past school year

☐ I met with the instructional coach in an individual setting for more than two occasions, within the past school year.

☐ I engaged with the coach in any of these practices: lesson planning, participating in coaching cycle, coach observing classes, video-taping lessons, or other applicable practices.

☐ I do not qualify for this study (Please close this survey)

3. I prefer to complete a paper survey. Please send me a survey to the following physical address (If you select this option, I will also send a self-addressed envelope for your convenience).

Site
selection

In order to match responses to the corresponding site, please identify what site you belong to. After data collection, the name of your site will be de-identified and will be referred to as site A or Site B. No attempts will be made to identify you.

4. Site name

Mark only one oval.

☐ Site A (Insert Name Here)

☐ Site B (Insert Name Here)

Teachers'
Sense of
Efficacy
Scale
(TSIS)
survey

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

Each question asks that you select a score of 1-9.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teachers' Sense of Efficacy Scale. Retrieved from <http://www.coe.ohio-state.edu/ahoy/TSES.pdf2.pdf>

5. 1. How much can you do to control disruptive behavior in the classroom?

Mark only one oval.

☐ Nothing (1)

☐ (2)

☐ Very Little (3)

☐ (4)

☐ Some Influence (5)

☐ (6)

☐ Quite a Bit (7)

☐ (8)

☐ A Great Deal (9)

6. 2. How much can you do to motivate students who show low interest in school work?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

7. 3. How much can you do to get students to believe they can do well in school work?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

8. 4. How much can you do help your students value learning?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

9. 5. To what extent can you craft good questions for your students?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

10. 6. How much can you do to get children to follow classroom rules?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

11. 7. How much can you do to calm a student who is disruptive or noisy?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

12. 8. How well can you establish a classroom management system with each group of students?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

13. 9. How much can you use a variety of assessment strategies?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

14. 10. To what extent can you provide an alternative explanation or example when students are confused?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

15. 11. How much can you assist families in helping their children do well in school?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

16. 12. How well can you implement alternative strategies in your classroom?

Mark only one oval.

- ☐ Nothing (1)
- ☐ (2)
- ☐ Very Little (3)
- ☐ (4)
- ☐ Some Influence (5)
- ☐ (6)
- ☐ Quite a Bit (7)
- ☐ (8)
- ☐ A Great Deal (9)

Would you be interested in participating in an interview?

Interviews would take place via zoom and will last for 1 hour. Interviews will be confidential.

17. Would you be interested in participating in an interview? *

Mark only one oval.

- ☐ Yes
- ☐ No

18. If so, please add your name and contact information and I will reach out to you to schedule an interview at your convenience

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Google Forms

Appendix G

Member Check Form

Date of interview:

Interviewer:

Interviewee:

The researcher has shared the transcript from the interview with the interviewee, and I attest to the following statements (check boxes that apply and initial):

- ☐ I have verified the accuracy of the transcription
- ☐ I do not agree with transcription and I make the following suggestions (see comments below)

Interviewee

Date _____

Researcher

Date

Comments:

[illegible]

Appendix H

NIH Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Michael Rossetti** successfully completed the NIH Web-based training course "Protecting Human Research Participants."

Date of Completion: 09/24/2018

Certification Number: 2955487

